

THE ASSOCIATION BETWEEN SOCIAL MEDIA USE AND EMOTIONAL REGULATION IN MIDDLE SCHOOL STUDENT, LANGOWAN, SULAWESI UTARA

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui hubungan penggunaan media sosial dengan regulasi emosi pada siswa. Metode yang digunakan adalah kuantitatif dengan responden sebanyak 217 siswa. Analisis data yang digunakan dalam penelitian ini menggunakan uji chi-square. Hasil penelitian menunjukkan bahwa fitur yang digunakan ($p=0.820$) tidak berhubungan secara signifikan dengan regulasi emosi. Sebagian besar siswa menggunakan sosial media untuk hal yang tidak berhubungan dengan kepentingan akademik. Pencarian informasi ($p=0.044$) dan waktu yang digunakan mengakses sosial media ($p=0.000$) berhubungan signifikan dengan regulasi emosi. Sosial media mempengaruhi bagaimana remaja melihat sebuah hubungan antar individu dengan melakukan perbandingan sosial dan interaksi negatif, seperti bullying di internet. Selain itu, informasi yang ada bisa menimbulkan ketakutan yang berlebihan pada diri remaja. Hal ini yang kemudian mempengaruhi siswa dalam meregulasi emosi yang ada. Oleh karena itu, penting bagi para pendidik di sekolah untuk melakukan pengawasan dan memberikan edukasi mengenai penggunaan media sosial yang benar agar tidak mengganggu aktivitas akademik.

Kata kunci : siswa, sosial media, status emosi

ABSTRACT

The aim of this research is to determine the relationship between social media use and emotional regulation in students. The method used was quantitative with 217 students as respondents. Data analysis used in this research used the chi-square test. The results showed that the features used ($p=0.820$) were not significantly related to emotional regulation. Most students use social media for things unrelated to academic interests. Information seeking ($p=0.044$) and time spent accessing social media ($p=0.000$) were significantly related to emotional regulation. Social media influences how teenagers view relationships between individuals by making social comparisons and negative interactions, such as bullying on the internet. Apart from that, the existing information can cause excessive fear in teenagers. This then influences students in regulating existing emotions. Therefore, it is important for educators in schools to supervise and provide education regarding the correct use of social media so that it does not interfere with academic activities.

Keywords : student, social media, emotional regulation

INTRODUCTION

Since their emergence in the early 2000s, social networks have continued to grow in popularity, especially among teenagers and young adults. Social media has been the subject of numerous studies on a variety of topics, including the role of social media in politics, social relations, activism, identity building, and youth culture. Empirical analysis identifies three important implications of social media: filling gaps, daily activities, and mood management (Bengtsson & Johansson, 2022).

Social media has had different definitions over time, from communication tools to information gathering and content creation or content sharing tools. Social networks are defined by the goals users wish to achieve. Some of the purposes of a person using social

networks are social communication, job search, romantic relationships, and work (Aichner et al., 2021).

One of the defining characteristics of social networks is the endless number of individual apps, websites, and platforms. Social media relies on connections and relationships and is not necessarily personal (Wolf et al., 2018). Social media can be broadly defined as a set of interactive Internet applications that facilitate the creation, management, and sharing of users' work. Examples of social media platforms are many and varied, such as Facebook, Friendster, Wikipedia, Twitter, Instagram, YouTube, and even social networks for sharing recipes. All social media platforms have characteristics and are unique from each other in many ways (Davis, 2016).

Based on Kominfo data, it was found that the teenagers who use digital content the most are high school students, accounting for 51%, who use mobile phones (85%) for various activities carried out on the Internet, such as using social networks. Social networks are considered the media providing the most information (72.6%). WhatsApp, Facebook, and YouTube are three social networks used by more than 70% of people surveyed in the past three years. In fact, almost everyone surveyed uses WhatsApp. However, there are some interesting findings related to TikTok. Observations over the past three years show that the proportion of TikTok users has increased steadily and significantly year over year. In 2020, this rate is still 17%, this number increases to 30% in 2021 and jump to 40% in 2022 (Ameliah et al., 2022).

The Internet provides convenience through social sites and various applications available that can be accessed easily, also allowing users to communicate and interact with each other, to create, edit and share new forms of textual, visual and audio content. It has an important influence in our life because it helps a lot in every field of life such as political field, economic field and educational field. As time went by, social media started to create a negative impact by spreading into today's society making millions of people hooked, unhealthy addicted, in current events through applications such as Watsapp, Facebook and Twitter (Raut & Patil, 2016).

The field of education uses social networks as a teaching and learning tool; acceptance, use, and trust; digital culture; effects of use; and identity. In addition to education, social media is considered a cause of negative behavior, health problems, identity development and expression, digital citizenship, and social relationships (Dennen et al., 2020). Parents evaluate the impact of social media as a tool to maintain good relationships and communication between family members (Procentese et al., 2019).

A study conducted by (Cataldo et al., 2021) explains some of the effects of social media use, specifically the influence of depressive symptoms on social media use, depression, and anxiety. Anxiety disorders, fear of missing out, and nomadism. Social networks have become an indispensable part of student's lives and take up most of their free time. Social networks also contain elements that are beneficial for student development. In addition, communicating with friends through social networks can help students integrate into society, discover new things with friends, and discuss study-related issues with them. Therefore, it can be concluded that social media has a dual impact on student achievement and there is a need to approach social media use by adolescents with ultimate responsibility (M. Talaue et al., 2018).

Social media has a very strong influence between social media (facebook and instagram) on the academic achievement of students. That matter depending on the goals of each student, when it comes to social media used as a tool for increase knowledge knowledge or either motivation to study harder and does not interfere with study hours hence the influence of social media on students' academic achievements it might have a positive impact. On the other hand, if only playing around and can't dividing time between studying and online then it likely wil have a negative impact on performance student academics (Wibisono & Sri Mulyani, 2018). The use of social media has both negative and positive effects on students. One aspect to

consider students' social media use and time spent using it. We need to understand students' use of social media to gain positive or negative benefits. From there, it is possible to predict the resulting impacts and come up with solutions to prevent negative impacts. Therefore, the researchers were interested in finding out more about the relationship between social media use and the emotion regulation ability of students at SMP Negeri 1 Langowan, North Sulawesi. The aim of this research is to determine the relationship between social media use and emotional regulation in students.

METHODS

This type of research is quantitative through cross-sectional research design conducted at Langowan High School, Sulawesi Utara. Respondent data collection was conducted in May 2023 using purposive sampling. The sample for this study was 217 students. Data were collected using questionnaire about social media and emotial regulation. Data were analysed using the spss software with chi-square test.

RESULTS

Table 1. Frequency Distribution Of Respondent Characteristics

Characteristics	Number (%)
Age (Years)	
- 12	- 53 (24,4)
- 13	- 55 (25,3)
- 14	- 94 (43,3)
- 15	- 14 (6,5)
- 16	- 1 (0,5)
Gender	
- Female	- 132 (60,8)
- Male	- 85 (39,2)
Feature	
- Picture post	- 34 (15,7)
- Video post	- 32 (14,7)
- Status update	- 43 (19,8)
- Looking for information	- 33 (15,2)
- Socialization	- 35 (16,1)
- Game	- 17 (7,8)
- Shopping	- 18 (8,3)
- Music/video	- 5 (2,3)
Information	
- Politics	- 85 (39,2)
- Entertainment	- 78 (35,9)
- Health	- 32 (14,7)
- Technology	- 16 (7,4)
- Others	- 6 (2,8)
Usage time	
- < 1 hours	- 26 (12,0)
- 1 - < 3 hours	- 69 (31,8)
- 3 - < 5 hours	- 64 (29,5)
- 5 - < 7 hours	- 33 (15,2)
- ≥ 7 hours	- 25 (11,5)

Table 1 shows that mostly student in 14 years old (43,3%) with gender female (60,8%). Fourteen three student use social media for status update (19,8%). There were 85 student using

social media for looking information about politics (39,2%) with usage time 1 - < 3 hours (31,8%).

Table 2. Correlation Of Social Media Use And Emotional Regulation In Student

Variable	Emotional Regulation				P-Value
	Good Regulation		Less Regulation		
	N	%	N	%	
Feature					0,820
Information	111	51,15	106	48,85	0,044
Usage time					0,000

Table 2 show analysis with chi-square test. The variable significantly associated with emotional regulation is information that student looking for with p-value 0.044 and usage time with p-value 0.000. Meanwhile, feature not significantly association with emotional regulational in student.

DISSCUSSION

This study shows that most students use social networks to update their status (19.8%). Individuals have many different reasons and motivations for using social networks. Some reasons include connecting with new people, connecting with their friends, socializing, etc. (Brandtzæg & Heim, 2009). Whether it increases or decreases happiness depends on how and why people use it, as well as who uses it. People use social media for many different reasons and its impact on their happiness and that of others (Kross et al., 2021).

The results show that students' ability to regulate emotions is related to time spent ($P = 0.000$) and information searched on social networks ($P = 0.044$). Another study found that social media is indirectly linked to mental health problems as emerging adults have difficulty regulating emotions and perceiving stress. This study also found that adults' social media use is a result of the difficulties they experience in regulating their emotions due to the effects of these difficulties on perceptions of stress and mental health (Rasmussen et al., 2020). Social media has become an important part of many people's lives. Many people use social media to share their experiences of living with mental illness, seek support from others, and seek information about treatment recommendations, accessing mental health services, and getting control. control symptoms (Naslund et al., 2020).

Time Usage

The research conducted (Keles et al., 2020) classified four areas related to social media, which are time spent, activity, investment, and addiction. All domains were correlated with depression, anxiety, and psychological distress. Millennials are especially vulnerable to the social effects of media addiction because (1) they use it to connect with friends and social networks, making it the lifeblood of their social lives. Surname; (2) they use it to delay or "waste time" doing other research; and (3) they seem to lack of connection when social media is taken away. Of course, each individual has different levels of consumption, making some people more likely to become addicted while others are not (Grau et al., 2019).

Mental health aspects affected by social media are anxiety and depression. Social media activity, like screen time, has a positive impact on mental health. However, due to the cross-sectional design and limitations of the sampling method, there are significant differences. The pattern of social media impacts on mental health needs to be further analyzed through qualitative research and longitudinal cohort studies (Karim et al., 2020). Passive social media use is associated with greater anxiety symptoms and depressed mood in adolescents, and active social media use is associated with reduced anxiety and depressive mood symptoms.

depression, even after controlling for time spent on social media. The impact of social media on emotional pain varied by gender, with time spent on social media being more associated with emotional pain in girls. Finally, the relationship between duration of drinking and symptoms of anxiety and depressed mood was stronger in girls than in boys, and the relationship between passive drinking and depressed mood was stronger in girls (Thorisdottir et al., 2019).

Social media use intensity and craving were significantly higher in adolescents whose parents compared children and adolescents from peer groups characterized by high in-group competition. However, the positive relationship between social media use intensity and social comparison was significantly higher for adolescents in peer groups characterized by high in-group competition (Charoensukmongkol, 2018). Additionally, social norms are directly related to frequency of social media use, which in turn is related to problematic use. Emotion regulation difficulties are directly and indirectly related to problematic social media use through frequency of use and facilitation of e-motion use. Social norms and emotion regulation need to be considered in the administration of programs aimed at preventing problematic social media use among adolescents.

However, other studies have found that increased time spent on social media is less associated with increased depression and behavioral problems (Brunborg & Burdzovic Andreas, 2019). The majority of students said they use social networking sites for long periods of time for non-academic purposes. These habitual behaviors can distract students from academic tasks, affect their academic performance, social interactions, and sleep time, and lead them to lead a sedentary lifestyle. and lack of physical activity, which can make them vulnerable to non-communicable diseases and mental health problems. problem (Kolhar et al., 2021). Adolescents who spend more than 3 hours a day using social media may be at increased risk for mental health problems, especially internalizing problems (Riehm et al., 2019).

Feature

Overall, social media use is a poor predictor of mental health problems and concerns that social media is causing a mental health crisis may be unfounded (Berryman et al., 2018). Although social media offers adolescents new opportunities to regulate their emotions, not much is known about how adolescents use different platforms to achieve this goal. Although different platforms have similar media, their social norms are distinct and influence adolescents' online behavior. Facebook, Instagram and Snapchat are the 5 statuses mainly used to share positive emotions, if emotions are shared at all. On the other hand, Twitter and Messenger are also used to share negative emotions, although for different reasons (Vermeulen et al., 2018).

This study shows that traits do not directly influence emotion regulation ($p = 0.820$). Higher levels of depressive symptoms were associated with more frequent negative emotional responses to social media experiences one year later, whereas more positive emotional responses to social media were associated related to later depressive symptoms. Another study reported greater overall emotional responses to social media experiences, but gender did not moderate the association between emotional responses and depressive symptoms (Nesi et al., 2022). We also found that among students most vulnerable to mental illness, the advent of Facebook has led to increased use of mental health services. Finally, we found that, following the introduction of Facebook, students were more likely to report experiencing a decline in academic performance due to poor mental health. Additional mechanistic evidence suggests that these results are due to Facebook encouraging unfavorable social comparisons (Braghieri et al., 2022). The results showed that attachment to anxiety levels and emotion regulation played a mediating role (Liu & Ma, 2019). Social media can affect adolescents' self-perception and interpersonal relationships through social comparison and negative interactions, including

cyberbullying; Additionally, social media content is often associated with normalizing or even promoting self-harm and suicide among adolescents. Some of the effects of social media are smartphone and multimedia use, which leads to chronic sleep deprivation and negative impacts on cognitive control, academic performance, and emotional functioning. social emotions (Abi-Jaoude et al., 2020). Average social media use was positively correlated with some depressive symptoms (e.g., depressed mood and low self-esteem), but these associations disappeared when all associations were other systems are controlled (Aalbers et al., 2018).

Information

This study shows that information seeking is significantly related to students' emotion regulation. Consistent with other research, social media browsing is often seen as a trigger for unhealthy social comparisons, which negatively impacts happiness. One of the underlying assumptions is the predominance of positive self-presentation on social media, which may have changed during the COVID-19 pandemic as negative disclosures have become more common. variable (Yue et al., 2022).

The dominant types of information behavior include requesting information, responding with information, sharing unsolicited information, and information integration. Social media is developing into an important source of information that complements traditional information sources (Khoo, 2014). Other research shows that as internet skills increase, the relationship between online information seeking and life satisfaction becomes stronger (Hofer et al., 2019).

Other studies have shown that online trust, openness, fear of missing out (FoMO), and social media fatigue are positively related to the (intentional) spread of news fake. The study concludes with several implications that may be useful for policymakers and marketers in protecting the public and themselves from the dangers of social media abuse and fake news (Talwar et al., 2019). Misinformation can increase students' fear of news that is not necessarily true. Additionally, the relationship between social media activity and psychological well-being varies across different levels of emotion regulation strategies (Yang et al., 2020).

Motivational factors in searching for information is also the convenience and ease of access to information to content related to a specific type of social media. Social use by students media for seeking information is associated primarily with their privacy information landscape. Challenges in using non-traditional social resources for information seeking identified in the research raises questions about how teachers and information professionals can educate young students to use social media competent as an information seeker and information writer (Hyldegård, 2014). A study revealed that most social media platforms are used by students not only for social interaction or entertainment purposes, but also to search for academic context information. This will help identify social media resources that are better suited to students with different backgrounds and needs. This will also help design social media resources to present student information according to needs and according to student characteristics (Kim et al., 2013).

CONCLUSIONS

The most common use of social media among students is for status updates 43 students (19.8%). The most sought-after information is politics 85 students (39.2%). The time spent was 1-<3 hours, 69 students (31.8%). Analysis result chi-square analysis showed that the features used ($p=0.820$) were not significantly related to emotional regulation, information sought significantly related to emotional regulation, information sought ($p=0.044$), time used ($p=0.000$) are significantly associated with emotional regulation. Therefore, it is important for educators in schools to supervise and provide education on the proper utilization of social media so that it does not interfere with academic activities so that it does not interfere with

academic activities.

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